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ABSTRACT

Implementation activities for a one-year period are reported for the East Shore Career Education Center (ESCEC), designed to implement a continuous career education program for grades K-12 in the communities of Branford, North Branford, East Haven, and Guilford (Connecticut). Goals and objectives of the project included the following: to provide a career resources center as the focal point of career activities; to assist elementary and middle-school teachers in infusing career education concepts, techniques, and activities into the existing curriculums; to provide career awareness and exploratory activities for middle-school students; to provide career exploratory activities and experiences for high school students; to provide shared career preparation activities (vocational training) supplemental to existing programs based on sharing local facilities and resources; and to plan and develop K-12 career education programs and services for special needs (handicapped) students. Specific areas such as the development of shared vocational training courses and the provision of student services took priority over other goals and objectives. Some of the conclusions/recommendations made concerning ESCEC's first year were (1) meetings with local school principals and key coordinating personnel in local school districts enabled ESCEC to provide several districts with comprehensive inservice coverage of their staffs, (2) efforts should be made to follow in-school career information programs with shared in-depth career information programs on specific areas of students' interests, and (3) ESCEC is well into the process of developing a unique model for career education for the state of Connecticut. (TA)

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THE IMPLEMENTATION OF THE EAST SHORE CAREER EDUCATION CENTER

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FINAL REPORT

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CE 012 971

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
RESEARCH AND PLANNING UNIT
HARTFORD, CONNECTICUT

PREFACE

The East Shore Career Education Center has received considerable support and cooperation from Connecticut State Department of Education personnel, local boards of education, superintendents and their staffs, local legislators and people in the community. This support has enabled the ESCEC to make some substantial strides in providing career education services to the four participating school districts in a relatively short time. Special mention should be given to the following outstanding individuals -- Mrs. Ruth Clark, who as the former state representative of the 102nd district, worked tirelessly to legitimize the existence of the East Shore Career Education Center through passage of P.A. 74-291; to Representative Joseph Farricielli, the present representative of the 102nd district, who has been a staunch supporter of the ESCEC through his efforts as a state legislator; to the four superintendents, Dr. Charles Joy of North Branford, Dr. Fred Brockmann of Guilford, Mr. Gerald E. Barbaresi of East Haven, and Dr. Ernest E. Weeks of Branford; and to Dr. Andrew S. Carrano, the Assistant Executive Director of Area Cooperative Educational Services (ACES) -- who cooperatively worked together to develop the initial concepts of shared interdistrict cooperative efforts in career education, into the East Shore Career Education Center.

Finally, special thanks and appreciation are extended to the four liaisons to the East Shore Career Education Center: Mr. Roy Silver, North Branford; Mr. Robert Gilligan, Guilford; Mr. Philip Borgia, Branford and Mr. Alphonse Ruocco, East Haven who not only represented the needs and interests of their respective school districts well, but have brought their ideas, skills and enthusiastic cooperation to the planning and carrying out of the activities of the East Shore Career Education Center.

INTRODUCTION

This report will detail the activities of the East Shore Career Education Center from 1 July 1976 through 30 June 1977. The initial activities of the ESCEC focused on research activities such as the identification of career interest areas and needs of each school district. It soon became clear to the Liaison Steering Committee through its early discussions and research that each school district was aware of some of the career education needs of their students and were looking to the Center to help them to develop cost-effective ways of providing programs and services to meet these career education needs.

Thus, the course of action for the East Shore Career Education Center was established to emphasize and focus on the delivery of direct career education programs and services to students. The target group determined by the Liaison Steering Committee was high school students--the area of emphasis of the implementation of the ESCEC for fiscal year 1976-77. Middle and elementary student populations followed as areas of emphasis along with staff development and inservice education activities.

Included in this report will be the status of the goals and objectives for fiscal year 1976-77, student services, staff development and program development activities and priorities established for future directions and emphases for the East Shore Career Education Center.

Background

Section I of Public Act 74-291 An Act Concerning the East Shore Career Education Center mandated the establishement of a career education center for Branford, North Branford, East Haven and Guilford and other interested towns in cooperation with the State Board of Education. The goal, as stated in Section 2a, was to "provide a continuing career education program from grades kindergarten through twelve" for children of these districts. This goal is to be operationalized by:

1. surevying the career needs and interests of students
2. surveying employment opportunities
3. establishing a career education resources center
4. coordinating career education counseling
5. offering career training opportunities

The act further stated that the East Shore Career Education Center was to supplement and work closely with the local schools through "maximum utilization of existing facilities and equipment...."

The need for a comprehensive career education program in the East Shore area had been adequately identified in A Study to Determine the Feasibility of An East Shore Career Education Center completed in January 1974 by the Connecticut State Department of Education. The report identified a target population of 600 secondary students not being served in an approved vocational educational or college preparatory program. The study further stated that these districts were making efforts for providing for these students and that their efforts could be assisted through a cooperative regional program.

The recommendations in the report included the need for developing a model to deliver specific short range and long term career education services to these districts.

The funding for the development of the East Shore Career Education Center was awarded 1 December 1974 by the Department of Vocational Education for the project proposal submitted by Dr. Andrew S. Carrano, Assistant Executive Director of Area Cooperative Educational Services (ACES) on behalf of the four communities -- Branford, East Haven, North Branford and Guilford -- to develop the ESCEC model.

The East Shore Career Education Center Education model was developed through research, planning and direct services to students during the spring of 1975. The ESCEC project gave evidence of the need for a shared approach for the delivery of career education programs and services on an inter-district basis.

Goals and objective were then established by the Liaison Steering Committee and the Project Director, an implementation proposal submitted for an exemplary grant through Connecticut Research and Planning Unit for Vocational Education, and a $25,000 grant awarded for fiscal year 1975/76 and $30,000 for fiscal year 1976/77.

The goals and objectives of this project are included below:

I. To provide a career resources center as the focal point of career activities in the towns of North Branford, East Haven, Branford and Guilford.

1. Maintain a centralized inter-district community resources file.
2. Develop centralized career information service for students and adults for employment and training opportunities.
3. Foster the utilization of career education A.V. materials through demonstrations and reviewing of specific materials.
4. Provide teachers and other staff with career education data or assistance in securing data for specific needs.
5. Provide parent and community with information presentations on the ESCEC activities and career education.
6. Set up workshops and procedures for utilization of the Guidance

Information System program as a career counseling tool for counselors career education specialists and teachers.

II. To develop an awareness of the world of work in elementary students.

1. Provide awareness and infusion workshops for elementary school teachers.
2. Acquaint teachers with the availability of career education resources in the Center and the community.

III. To assist elementary and middle school teachers in the infusion of career education concepts, techniques and activities into the existing curricula.

1. Assess elementary and middle school teachers career education interests and needs.
2. Plan and develop mini-workshop sessions for teachers based on identified interests and needs, e.g., decision-making, values clarification, economic awareness, gaming techniques, curriculum infusion.
3. Develop curriculum infusion activities materials for inclusion in the existing curricula with individual school staffs or local district committees.
4. Provide career resource materials and literature to assist teachers in developing career education activities and materials.

IV. To provide career awareness and exploratory activities for middle school students.

1. Middle school counselors and staff will utilize the GIS program (OCCUpational information file) with students for awareness and exploration of occupations.
2. Provide middle school teachers and/or counselors with materials appropriate for use with the GIS, e.g., for decision-making related to self interest and ability assessment.
3. Involve unified arts teachers in work sessions for the planning and development of hands-on career exploratory module in manufacturing.

5. Implement model exploratory program at one middle school.

V. To develop an awareness and orientation to the world of work and to to specific careers for high school students.

1. Utilize career interest survey to identify needs and interests of students.
2. Plan and implement several shared career awareness activities related to student identified interests.
3. Assist counselors, career education, unified arts and business education teachers in planning and organizing in-school awareness and orientation activities.
4. Assess subject area teachers career education interests and needs.
5. Plan and develop workshop sessions for interested high school teachers based on identified interest and needs.

VI. To provide career exploratory activities and experiences for high school students.

1. Utilize the GIS program as an occupational exploration and decision-making tool.
2. Organize shared in-depth information programs to enable youngsters to explore career areas of specific interest.
3. Plan and implement four shared credit-bearing hands-on exploratory mini-courses. (Specific topics will be determined by Liaison Steering Committee based on student interest and availabilty of appropriate resources.)

VII. To provide shared career preparation activities (vocational training) supplemental to existing programs based on sharing local facilities and resources (including personnel).

1. Involve interested staff members in planning four intensive training programs to enable students to develop entry level job skills. Career areas of high student interest, high employment opportunities, and availability of facilities will be corrdinated.
2. Expand, where feasible, successful mini-course into entry level job training programs.
3. Submit four proposals to the Connecticut State Department of Education Vocational Education Division for fiscal support of four shared vocational education training programs (one located in each high school or school district).
4. Plan and implement a pilot distributive education skills training program for high school seniors interested in marketing and sales careers. The program will be based on the current "Enfield Mall Project" and will be dependent on state support of a course instructor.

VIII. To plan and develop kindergarten through grade twelve career education programs and services for special needs (handicapped) students.

1. Organize a planning committee made up of administrators, teachers and supportive personnel involved with special needs students in the ESCEC school districts.
2. Identify and assess existing career education programs for special needs students.
3. Identify both local and shared career education needs of special needs students.

4. Conduct Level II ERIC Search on regional career education programs for handicapped students.
5. Plan and organize shared activities— including inservice training of teachers and student career education activities as determined by the special needs planning team.
6. Acquaint special needs teachers with the availability of career education resources through ESCEC.

OBJECTIVE	COMMENTS	COMPLETED
1. Maintain and up date a centralized community resources file	Data provide to individuals upon request. Catalog was not produced for dissemination.	9-30-76
2. Develop centralized career information service for students and adults on employment and training opportunities.	Periodic employment information memo's distributed to guidance departments.	1-15-77
3. Foster the utilization of career education materials including filmstrips and cassettes and career information materials through review and demonstrations.	Announcements sent out - catalogues distributed to staff.	10-30-76
4. Provide teachers and other staff career education data or assistance in gathering career education data for specific needs.	Materials have been provided upon request. Both materials & technical assistance provided East Haven Social Studies Committee.	6-30-77
5. Provide parents and community with information presentations on ESCEC activities and career education.	Presentation to Guilford Board of Education and Guilford Kiwanis Club	5-30-77
6. Set up workshops and procedures for the utilization of the GIS program as a career guidance tool.	All four school districts received review and update.	9-30-76
7. Provide career awareness and infusion workshops for elementary teachers.	All elementary teachers inserviced - Guilford, East Haven.	4-1-77
8. Acquaint teachers with the availability of career education resources in the ESCEC and the community.	Notice of availability, location and accessing procedures sent to each district.	10-1-76
9. Assess elementary and middle school teachers career education needs and interests.	Elementary staff in East Haven and Guilford Completed.	4-1-77
10. Plan and develop mini-workshop sessions based on identified teacher career education interests and needs, e.g., decision-making, values clarification economic awareness, etc.	Workshop plans are in process and implementation deferred to fall of 1977-78.	

OBJECTIVE	COMMENTS	COMPLETED
11. Develop curriculum infusion activities materials for inclusion into existing curricula with interested individual school staffs or local district wide committees.	Materials provided to East Haven Social Studies.	4-30-77
12. Provide career resource materials and literature to assist teachers in developing career education activities and materials.	Materials provided to Guilford High School Department Coordinators. Materials provided to Liaisons to assist development of local district policy statements on career and vocational education.	2-18-77
13. Middle School counselors and staff will utilize the GIS program (OCCU file) with students for awareness and exploration of occupations.	Middle Schools did not participation GIS usage this year.	
14. Provide middle school counselors and/or teachers with ESCEC developed GIS materials	Same as #13	
15. Involve interested unified arts teachers in work sessions for the planning and development of hands on career exploratory module (unit) in manufacturing.	Leather manufacturing "Module" developed inconjunction with Tom Leddy (Northford In.Sc.	4-30-77
16. Provide resource materials for the development of the hands-on manufacturing moduel		5-5-77
17. Implement model program at one middle school.	Pilot project completed with one eighth grade class at Northford Intermediate school.	6-3-77
18. Utilize career interest survey to identify needs and interests of high school students	Survey results not available during 1976-77	
19. Plan and implement several shared career awareness activities related to students' identified interests.	Emphasis was placed on in-school awareness activities by each Liaison - but were opened to participation by all districts.	
20. Assist high school staffs in planning and organizing in-school career awareness and orientation activities.		5-1-77
21. Assess high school subject area teachers' career education interests and needs.	Department Coordinators were polled - they	

OBJECTIVE	COMMENTS	COMPLETED
	indicated a need for literature related to infusion in specific subject areas.	10-1-76
22. Plan and develop workshop sessions for interested high school teachers based on identified interests and needs.	Deferred to 77-78 school year.	
23. Utilize GIS program as an occupational exploration and decision making tool.	Student use varied in intensity from school to school and during different times of the school year. Approximately 2,650 students used the system.	5-30-77
24. Organize shared in-depth information programs to enable youngsters to explore specific career interest areas.	Incomplete	
25. Plan and implement four shared credit bearing hands-on exploratory mini-courses.	3 mini-courses were completed: Business/Copy Machines Repair/Data Processing, Foods Service	5-23-77
26. Involve interested high school staff members in planning four intensive training programs.	Business Department staff, Industrial Arts instructors and specialist in the local districts were consulted.	4-1-77
27. Expand, where feasible, successful mini-courses into entry level job training programs.	Efforts were directed toward the development of vocational programs.	
28. Submit four proposals to the CSDE Vocational Education Division for fiscal support of four shared vocational training programs (one located in each school district)	Heating/Air Conditioning/Refrigeration Field Site Distributive Education Auto Repair - Electricity/Electronics	4-1-77
29. Plan and implement a "pilot" shared distribuitve education skills training program for high school seniors interested in marketing and sales careers.	Deferred to 1977-78 Due to unavailability of funding.	
30. Organize an inter-district planning committee forcareer education needs of special needs students.	Pupil Personnel/Special Ed. Coordinators from each district met and identified great need.	11-1-77

OBJECTIVE	COMMENTS	COMPLETED
31. Identify and assess existing career education programs for special needs students.		11-19-77
32. Identify both local and shared career education needs for special needs students.	Identified need for vocational assessment services for special needs students. Local career awareness inservice also identified.	11-19-77
33. Conduct Level II ERIC Search on regional career education programs for handicapped students.		10-1-77
34. Plan and organize shared activities-including inservice training of teachers and student career education activities as determined by the special needs planning team.	Incomplete. Special Needs staff invited to participate in ACES Workshops primary and secondary levels.	
35. Acquaint special needs teachers with the availability of career education resources through ESCEC.	Pupil Personnel Coordinators elected to disseminate information to their staff.	11-19-77
36. Foster the utilization of the G.I.S. by adult education personnel as a tool for career inforamtion and decision-making	Guidance departments were encouraged to use GIS during evening sessions for adults.	6-1-77

These goals were ambitious in scope, however, and specific areas, such as the development of shared vocational training courses and the provision of students services took priority over other goals and objectives.

A discussion of the methods and procedures used in carrying out this project will follow including references to appendices which contain pertinent data and materials which evolved through goal attainment activities.

Methods

The primary objective of this project is to implement a continuous career education program for grades K-12 for the communities of Branford, North Branford, East Haven and Guilford. The East Shore Career Education Center will serve as a model for inter-district cooperation for developing shared programs to meet the career education needs of its children and youth. The broad scope of this project necessitated several different avenues of approach. Coordination of planning, organization and management of activities, establishment of resource usages and procedures and the strengthening and maintenance of "linkages" among the many various groups, organizations and human resources were required. While identification of career and vocational education, resources, programs, and student interests and needs were tasks to be completed, emphasis of the project was placed on the development of direct student services, indirect student services through staff development and in-service programs and the continued development of shared career and vocational education programs.

Coordination of Planning

The Director of the East Shore Career Education Center had prime responsibility for the coordination of all the planning activities of the Center. The Liaison Steering Committee -- the decision-making structure of the ESCEC -- was the major vehicle for planning and coordinating by the Director along with the individual contacts, arrangements and meetings necessary to facilitate the career education efforts of the ESCEC. Since the Liaison Steering Committee was established, emphasis was placed on the high school principals as a group, to garner their support and involvement, especially in setting up the mini-courses and in-service workshops. This in turn opened up the door for department coordinators to get involved in the planning of subject area career awareness and infusion workshops.

Individual and group planning meetings with appropriate Connecticut State Deparment of Education Consultants aided the development of vocational training proposals in several areas.

Participation of the business and public sectors in exploratory mini-courses was also facilitated.

Management Activities

The Advisory Council, including the superintendents from the four districts, was informed and consulted, both as a group and as individuals, to provide for the input and involvement from the various communities of the East Shore. An early fall meeting was held. This and individual follow-up and consultation were the main means for community input. Procedures for resource materials usage by teachers and counselors were established. Shared career activities, computer services, mini-courses and resources (both human and material) were monitored and deployed by the Director of the ESCEC.

Communications

The various communication techniques utilized by the East Shore Career Education Center have resulted in the continued awareness of the ESCEC in its communities. Activities such as presentations at meetings, workshops, personal contacts and direct communications through media, (i.e., telephone contacts, letters, announcements, news releases and newspaper articles) were carried on by the ESCEC staff. These efforts and those of other individuals connected with the Center, such as the liaisons, the superintendents and area state legislators, have fostered the development of linkages among the schools, school districts, community, home business and industry. The positive responses from individuals from these various sectors have been very encouraging.

All communications related to decisions and activities effecting each school district have been directed through the liaisons to their respective school districts, drawing on their knowledge and familiarity with internal communications operations and constraints to control the direction of information flow to the appropriate individuals and to avoid pitfalls, thus maximizing the chances for positive communications experiences and minimizing the opportunities for confusion, misinformation, omissions, hurt feelings, and other breakdowns in communications.

Minutes of each Liaison Steering Committee and Advisory Council meetings were sent to all individuals involved with the ESCEC including all Advisory Council members, the superintendents, the high school principals, Connecticut State Department of Education Personnel, local legislators, and other interested administrators. All pertinent documents including interim reports were also sent to these individuals. Announcements, letters, and direct telephone or personal contact were additional activities on to effect good communications.

An effort to meet with the high school principals as a group was most successful in fostering the support and cooperation of these administrators. Attempts to do the same with elementary and middle school administrators was also successful. Most department chairpersons including subject area, guidance services and special education, met with the ESCEC Director. One Board of Education presentation was made, since local administrators prefered to make internal presentations. A Civic Organization (kiwanis Club) presentation was also made by the ESCEC Director.

The Liaison Steering Committee concluded that all the above groups are in need of up-to-date information about the ESCEC and have attempted to capitalize on every opportunity afforded them to heighten awareness of the Center.

Identification Activities

Considerable effort was directed to locating space in the East Shore Communities to house the East Shore Career Education Center. The director was able to locate available office space at the East Haven Schools Administration Building, located just minutes off I-95. This building offered the most accessible and suitable space in the East Shore towns. The ESCEC agreed to provide secretarial services in return for office space, equipment and phone service. The career resource materials remained at North Branford High School since its central location made them easily accessible to teachers in all four ESCEC school districts. Areas of employment growth and manpower need were identified through data obtained from the Connecticut State Department of Labor for the greater New Haven area and the entire State. Based on these projections the ESCEC focused attention of the following occupational areas for vocational training program development:

Alied Health Areas (Technologies/Therupies)
Auto Repair
Air Conditioning/Heating/Refrigeration
Building, Grounds, Maintenance
Data Processing
Electricity/Electronics
Foods Service
Marketing/Sales

Career interest data from the spring of 1975 administration of the Quinnipiac Council of Boy Scouts Career Interest Survey was relied on this year because more recent data was not available. A sudden change in personnel at the Quinnipiac Council of Boy Scouts caused a lapse in the distribution of the Career Survey and the dissemination of resultant data. However, this problem has been corrected and it is expected that career interest data for the four ESCEC high schools will be available this fall.

Program Development Activities

The major emphasis this year as established with the four superintendents on June 25, 1976 was to develop four shared vocational education training proposals, to be submitted to State Department of Vocational Education. It was also established that the ESCEC would maintain its career education services with a special emphasis on local district needs. (see appendix A)

The development efforts of the ESCEC resulted in five new proposals on behalf of the four school districts: Vocational Assessment for Handicapped youngsters (mini-grant); Field Site Distributive Education Program; Heating/Air Conditioning/Refrigeration; and Electricity/Electronics. The Auto Repair proposal was resubmitted and a proposal to the U.S. Office of Education for a hands-on career exploratory program for special needs middle school students was also submitted. (see appendix B) To date, only one proposal, the Field Site Distributive Education proposal has been given tentative approval by the State through the consultant for Distributive Education.

The development of these vocational programs have required careful research and planning. Professionals in the specific trade areas and educators from both State Vocational Technical Schools and the local districts were consulted. On-site visits were made at a variety of public, and private vocational schools and/or programs to better prepare the ESCEC to develop appropriate training programs a step below the offerings of the Regional Vocational Technicals schools and in line with current/projected employment needs in the greater New Haven area.

The cooperative relationship established during the 1975-76 school year with the Hamden/New Haven Cooperative Educational Center has enabled the ESCEC to offer mini-course experiences in Food Services and Data Processing and Business/Copy Machine Repair.

Students participating in these two courses were able to develop some entry level skills inspite of the brevity of these courses. The Data Processing instructor and the director of ESCEC have worked cooperatively to develop a more permanent full year program for ESCEC students. However, funding constraints currently are precluding the initiation of this program this fall. A similar effort with the electronic technician who works in Branford Schools has also been in abeyance due to funding limitations. The ESCEC will continue to work with the local districts and other agencies to bring into operation the vocational programs discussed above.

Direct Student Services

The Guidance Information System (GIS), a computerized information system proved to be a viable vehicle to deliver career guidance services to students during the spring of 1975. Over 800 students (high school or middle school) worked with the OCCUpational and COLlege files as an exploratory tool. The GIS was identified as a top priority for the 1975/76 school and again in 1976/77 by the Liaison Steering Committee and local counselors. It was also determined that if properly utilized by counselors, teachers, career specialists and the ESCEC Director, the GIS could be a vehicle for developing decision-making skills in students. Classroom materials to accompnay the GIS were distributed to the ESCEC high schools. Follow-up workshops were carried on and procedures and methods were established for the shared use of a full port access to the GIS five days per week--each school district having two half days per week with additional time available on Fridays upon request to the ESCEC office.

Over 2,600 high school students took advantage of the GIS system this year. Guilford had the highest usage having processed over 900 student interactions through the system. One notable development occured in North Branford with two adult volunteers batch processing foreign language related occupations for a foreign language teacher and her class. In addition both adults and students had access to the GIS System during the evenings at several schools during adult education time slots and during parent programs. Each guidance department was encouraged to use the GIS during the evenings, but due to a variety of constraints an accurate count of adults using the system was not maintained. The Guidance Information System has been recommended by the Liaison Steering Committee as a student service to be continued by the East Shore Career Education Center next year.

The following mini-courses were offered to high school students this year: Copy and Business Machine Repair, Foods Services and Data Processing. Nineteen students and adults attended these mini-courses. (see appendix C) As in the past transportation and scheduling difficulties precluded some students from attending these mini-courses. However, this year we were impressed with the fact that 6 adults attended the mini-courses. Indicating a need for this type of exposure for adults. Although no formal evaluation was conducted, the director felt that the mini-courses provided extremely worthwile experiences for the participants.

The number of mini-courses offered by the ESCEC this year was limited for several reasons: 1. Individuals who offered to provide the mini-course experience last year were unable to do so because of business or time constraints. 2. The director of the ESCEC spent considerable time in the development of several vocational training proposals. ; and 3. Priorities for vocational education program development were emphasized by the Liaison Steering Committee. A set of the Connecticut VIEW (Vocational Information for Education and Work) was obtained and made available to local high school guidance departments and use of a microfiche reader was also provided through ACES to enable a guidance department to have access to the VIEW data for its students. North Branford was the primary user of the VIEW Deck, which included a set of Quick Reqder View Cards, this year.

A mass production learning module in leather products was developed in conjuction with the Industrial Arts instructor at Northford Intermediate School. Originally a leather craft extra curricular activity it was developed into a formal learning unit and piloted with an eighth grade Social Studies teacher. (see appendix D) The "NISCO Leather Company" sold

stock to supplement the resource kit developed by the teacher and ESCEC. Approximately 27 eighth grade youngsters gained much experience and insights from the Pilot Project. The learning module will be offered to the other ESCEC middle schools on a 6 to 8 week basis during 1977-78 school year.

Staff Development and Inservice Activities

A variety of workshops and planning meetings were attended by 505 people in the East Shore Career Education Center school districts of Branford, North Branford, Guilford and East Haven. Infusion and awareness workshops on the secondary level were held. Also, elementary -- both primary and intermediate; and middle school workshops were presented. Planning meetings were held to determine specific teacher interests, to help direct teacher efforts into career education curriculum infusion and to assist and follow-up on programs and workshops. A list of topics and the number of participants for each staff development activity are included below:

	Branford	North Branford	East Haven	Guilford	Total
I. Staff Development					
a. GIS - Review workshop	3	3	4	5	15
b. Elementary Career Ed. Workshops			90	110	200
c. Middle School Career Ed. "	50			45	95
d. High School Career Ed. "			40	85	125
e. All staff Career Ed. Planning meetings	15	25	15	15	70
Total Staff Development -	68	28	149	260	505

extensive coverage of East Haven Elementary Schools and Guilford elementary and secondary schools occured this year due to the cooperation and interests of key individuals in both school districts.

A Career Education Needs Assessment (see appendix E) was given to each workshop participant to gather teacher interest and needs information for planning follow-up staff development actiivities on each level. Results of the Career Education Needs Assessment are included below:

East Haven

These results are based on 34 respondent forms which were completed and returned. The results give us a good indication of the interests and needs of the elementary staff:

- 85% of the respondents are interested in learning more about how to implement career education in their classrooms.
- Areas of Career Education often incorporated in teachers classrooms were: self-knowledge
  society and work
  occupational information
- Competency areas identified for the up-grading of skills were:
  1. career planning
  2. self knowledge
  3. basic technology
  4. specific occupational training
  5. occupation information/society and work
- Types of assistance that were identified as being most helpful to teachers were:
  1. literature about career education and its application
  2. resources materials
  3. individual assistance at their school
  4. monthly workshops
- Two teachers comments indicated an interest in released time workshops.

These results are based on 161 respondent forms which were completed and returned. The results give an indication of elementary, middle and high school teachers interests and needs:

- 90% of the respondents are interested in learning about how to implement C.E. in their classroom.
- Areas of C.E. often incorporated in teachers classrooms were:

  self knowledge
  society and work
  occupational information

- Competency Areas indentified for the up-grading of skills were:

  1. occupational information
  2. self knowledge
  3. career planning
  4. society and work
  5. specific occupational training

- Types of assistance that were identified as being most helpful to teachers were:

  1. resource materials
  2. literature about career education and its application
  3. monthly workshops after school
  4. individual assistance at their school

The results give a fairly good indication of teacher interests and needs. It is evident that most teachers want to know more about Career Education.

Specific subject area career education literature has been provided department coordinators. Career Resource materials, while available to each staff member does present some logistical constraints since the ESCEC does not have a delivery service. Relatively few teachers indicated a preference for monthly after-school workshops yet most were interested in learning more about career education.

The ESCEC plans to work closely with each local district, especially with teachers involved with the introductory workshops, to develop and plan follow-up workshops and/or inservice activities specific to local needs. Released time workshops appear to be the most effective approach, provided that they are in keeping with local board policies.

Conclusions and Recommendations

The East Shore Career Education Center is well into the process of developing a unique model for career education for the State of Connecticut, and based on current and recent research, possibly for the nation. Its focus on providing broad based career education services to the youth in its communities, rather than emphasize one area of career education such as career awareness, orientation, exploration, vocational education and/or staff development as done in many programs, attempts to embrace the "cradle to grave concept" of career education espoused by the United States Office of Career Education. The ESCEC is designed to use available existing facilities and resources including personnel in the communities on an inter-district shared basis rather than building costly facilities and/or purchasing costly equipment for skills training programs. The facilitates cost-effective programming which can be replicated without exorbitant start-up costs.

Coordination of planning, management and organization activities were crucial to the facilitation of programs and services to the ESCEC constituents. Meeting with the superintendents on June 25, 1976, provided the needed input from the top decision-makers of each participating school district. The directions for the ESCEC were clearly defined enabling the ESCEC to precede with confidence towards its stated goals. Meetings with local school principals and key coordinating personnel in local school districts enabled the ESCEC to provide several districts with comprehensive inservice coverage of their staffs. A shift towards in-school career information programs resulted in several very successful career days. It was felt by the Liaisons that efforts should be made to follow in-school career information programs with shared indepth career information programs on specific areas of students interests. Career information was made available to each district by means of a career information memo and a Connecticut VIEW Deck was obtained and made available to districts which did not have this resource.

Direct student services has been a mjor area of emphasis by the ESCEC. High student usage of the Guidance Information System (GIS) indicates both an interest and need on the part of students for career inforamtion. Alternative uses of this career guidance tool by both counselors and teachers has been successful. The use of the GIS should be continued. The Advisory Council to the ESCEC has not been totally involved with the ESCEC's development as a group. A review of the Advisory Council's involvement and the organizing of sub-committees and/or specific task sub-groups was planned for the 1976-77 school year to increase community involvement. However, individual assistance and involvement appeared to be the most successful method of involvement to date. The director is in the process of meeting individual members for the purpose of securing committments for more direct involvement. A change to an Education/Work Council format is being considered for implementation in the fall.

Communication activities of the ESCEC have continued to maintain a growing awareness in the communities of the ESCEC, its activities, and the career development needs of youngsters. The Director of the ESCEC presented status reports at the Guilford Board of Education. This resulted in Board of Education support of the career education efforts of the ESCEC. Opportunity to go before the other Boards of Education will be actively pursued by the Director during the 1977-78 school year.

Parental information presentations will be pursued as teachers and administrators in the local schools get more involved in career infusion. Local internal communication media such as guidance department newsletter and school buletins have successfully carried ESCEC announcements. Liaisons will continue to use this as an in-district communication tool for parents.

The mini-course experiences provided students have been a most successful means for career exploration. The development of credit mini-courses appears to be a natural outgrowth. Constraints such as transportation

and scheduling are areas that need to be addressed in the planning and efforts of the ESCEC. Expansion of the mini-courses into skills training programs leading to employment have been planned in data processing and electronics. The East Shore Career Education Center was successful in bringing the pupil personnel and/or special education coordinators together to identify both shared and individual needs. A mini-grant application and a significant proposal to U.S. Office Of Education were efforts to provide much needed services for these students. Efforts were extended to involve special education teachers in career infusion workshops with moderate success. The ESCEC will continue to involve the special needs in all its activities and programs. (see appendix F)

Program development activities while a major effort this year has proven to be frustrating due to the need for program up-start funding. The ESCEC will continue its efforts to secure funding for these much needed programs and services.

The East Shore Career Education Center project has given evidence of the need for a shared approach for the delivery of career education programs and services on an inter-district basis. The four participating communities and others of similar size throughout the state of Connecticut possess neither the human nor material resources to provide for the kinds of exploratory and training experiences that their students' interests and needs require. The East Shore Career Education Center model currently being developed promises to be a cost-effective vehicle to deliver the level of career education services that the Connecticut State Department of Education is committed to for students in the communities throughout the state.

It is obvious from the conclusions and recommendations discussed in this report that this model is still in the developing stage; yet, it has had some substantive successes. There is a need to reach all segments of the schools especially the elementary and middle school students, teachers and administrators. The high school students' needs have taken priority because

they leave the local schools first and they have been identified by administrators, parents and teachers as a top priority for career education services. Nevertheless, there is a strong commitment by the local districts and the East Shore Career Education Center to infuse career education experiences into the developmental process of education for all students in the East Shore area.

A P P E N D I X

A. Minutes from Superintendents Meeting

B. Proposals and Grant Applications

C. Mini-course Announcements

D. Middle School Mass Production Module

E. Career Education Needs Assessment

F. Minutes of Special Needs Career Education Meeting

G. Announcements, Career Information Memos

H. News Articles

EAST SHORE CAREER EDUCATION CENTER
OUTCOMES OF JUNE 25, 1976 SUPERINTENDENTS PLANNING MEETING

Present: Dr. Fred Brockman, Dr. Charles Joy, Dr. Ernest Weeks, Robert Carbone, Peter Young, Dr. Andrew Carrano, Robert Sandagata.

The Superintendents identified several areas of need and indicated areas of agreement on the direction of the ESCEC. The specific outcomes of this meeting are included below.

I. Need to develop agreed upon goals and parameters of local district involvement with each Superintendent.

   A. Develop agreement on shared goals.

   B. Develop agreement on local services to meet specific needs. e.g. inservice, developing local programs, curricula, etc.

II. Increased Visibility of the ESCEC in local districts.

   A. Locate ESCEC headquarters in an East Shore town. (Superintendents will notify Bob of available space)

   B. In-district staffing - flexible but carried on in local schools.

III. Develop Four Vocational Training Programs. One located in each high school or district.

   A. ESCEC will develop proposals for funding for each program. [Costs and procedures will be delineated.]

   B. Local district input of funds would entitle the district to 4 vocational education options on a parity basis for its students.

IV. School district agreements will include two levels of services through ESCEC.

   A. Shared services
      - mini-courses
      - Computerized Career Guidance Services (GIS)
      - Career Events
      - Vocational Education Programs
      - Transportation

   B. Local Services
      - staff development
      - inservice
      - curriculum development

East Shore Career Education Center

Admin. Bldg.
87 Gerrish Ave.
East Haven, Conn.
06512

November 12, 1976

Frederick L. Haddad
Research and Planning
Connecticut State Department
of Education
Box 2219
Hartford, Connecticut 06115

Dear Fred:

Please find enclosed a draft of the Alternative Distributive Education Program, in which we discussed for the ESCEC. A budget is included which calls for a part-time teacher for the initial program, and includes transportation costs since the local districts have not budgeted money for this program.

I have also included a budget for full year program, including a half-time teacher for future planning consideration.

Please review and feel free to make suggestions. I'll be abailable to discuss this you you as of Nov. 15, 1976.

Thanks for your assistance.

Sincerely,

Bob Sandagata

Robert L. Sandagata
Director

RLS/da

800 Dixwell Avenue, New Haven, Connecticut 06511

TITLE OF PROJECT: Vocational Handicapped Assessment Project

APPLICANT ORGANIZATION:
Area Cooperative Educational Services
800 Dixwell Avenue
New Haven, Connecticut 06511

INITIATED BY:
Carmen R. Celentano
Project Coordinator
Vocational/Technical Handicapped
Services
562,9967

PROJECT DIRECTOR:
Robert L. Sandagata
Director
East Shore Career Education Center
469-2050

TRANSMITTED BY:
Peter C. Young
Executive Director
Area Cooperative Educational Services
562,9967

DURATION OF PROJECT: January 3, 1977 - June 30, 1977

TOTAL PROJECT COSTS: ~~$4,400.00~~ $4800.00

Sources:		
	State/Federal	$4,000.00
	Local	800.00
	Other	
	TOTAL	$4,800.00

DATE TRANSMITTED:

East Shore Career Education Center

ANNOUNCEMENT

TO FEMALE AND MALE HIGH SCHOOL STUDENTS

The East Shore Career Education Center (ESCEC) is offering a mini-course in copy and business machines repair at Branford High School on Monday evenings from 7:00 pm - 9:00 pm for 10 weeks beginning November 22, 1976.

The mini-course will deal with both the electrical and mechanical aspects of copy and business machiness including some hands-on experiences.

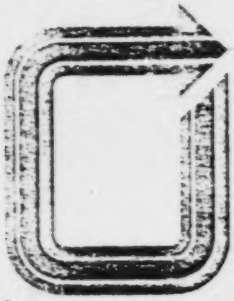
Course topics to include:

- Careers in the copy and business machine industry
- The electrostatic press
- Copy machines, duplicators, etc.
- Offset press
- Related machines (Plate makers)

Please contact: _____

as soon as possible, if you are interested in attending this mini-course.

800 Dixwell Avenue, New Haven, Connecticut 06511
203 562-9967



East Shore Career Education Center

ANNCUNCEMENT

The East Shore Career Education Center will be offering two mini-courses at the Hamden/New Haven Cooperative Education Center.

Data Processing and Foods Services Courses will begin on Tuesday, April 5, 1977 and run 8 weeks until Tuesday, May 31, 1977.

Students interested in attending should contact _____ as soon as possible since enrollment is limited.

ESCEC Mini-Course

Time & Day: Tuesday - 1:15 - 2:30

Length: 8 weeks April 5 - May 31.

Food Services: Course deals with overall food services field. Focus is on large scale food management and preparation as in cafeterias, restaurants, and fast food establishments. Activities include food preparation, food processing, buying and management.
Pre-requisites: No experience necessary - just high interest in food services (not gourmet cooking) Excellent for Seniors interested in attending a post graduate program in Food Services and Juniors interested in this Field.

Data Processing and/or Computer Programming: Students will have the opportunity to learn about the overall data processing field or to develop skills in basic computer language and programming. Course activities will include hands-on experiences in data entry; application and basic computer language in actual interaction with computerized programs; and some programming experiences. Progress is dependent on individual ability and effort.
Pre-requisites: High interest in data processing and computer usage
Expense: No expense to participants in either program.

800 Dixwell Avenue, New Haven, Connecticut 06511
203 562-9967

Appendix D

East Shore Career Education Center

Middle School

Mass Production Module

Developed by:

Thomas Leddy
Northford Intermediate School

Objectives Of The Program

1. To develop an awareness of careers related to business and industry.
2. To relate academic disciplines to future jobs.
3. To provide students the opportunity to establish better social skills in working together and dealings with others.
4. To develop an understanding of business and industry through actual experience.

This particular Mass Production Career Education Module is designed to work with 28 to 30 students, but could easily be adapted to other numbers.

The product to be produced are leather goods. Leather was chosen because of its high appeal with the students and because expensive equipment or facilities are not needed.

Provided in the kit are all the tools and supplies necessary for implementation of the program, along with directions for making the product and suggestions as to the organization of the program. There has been much written lately on this type of activity and through research and your own contributions you may find aspects you wish to change.

The following is a list of typical departments which may be used in a student run corporation. Also listed the main duties each department would be responsible for, and a brake down of approximately how many students should be assigned to each. The company would be headed by the president, whose duties are also listed. Each department would be headed by a vice-president who would be in charge of and responsible for the activities and accomplishments of their assistants and/or workers.

The president, all vice-presidents and the teachers involved would serve on the board of directors which would have ultimate control of all major decisions.

Actual production would not begin until all of the organizational, research and training had been accomplished. Production could be done after school with the class divided into three equal sections. Only one section would work on any particular afternoon (shifts) with equal representation from each department on all shifts. This system allows all students to become involved with not only their department but also

with production and allows the student an opportunity to obtain understanding of the entire process.

The alternative to this system would be to have a separate division which only would manufacture. Under this system however the labor division would have little to do until production began.

All departments responsibilities and numbers listed below are only suggestions. Much of this can and may vary depending upon class size, ability and individual or class preference.

President

1. Head of the company.
2. Co-ordinates departments and their activities.
3. Represents the company in all dealings with the public.

Finance

1. Researches and implements method for obtaining necessary capital.
2. Set-up bookkeeping systems.
3. Plan the budget working with other VPs.

Engineering

1. Readies sample products (Prototype) for production and studies the feasibility of each.
2. Provides directions- working drawings whatever necessary to construct project.
3. Designs specialized tools and jigs.
4. In charge of production flow chart.

Manufacturing

1. Orders all necessary materials for production.
2. Constructs specialized tools and jigs.
3. Prepares the shop for production and is responsible for shop maintenance.
4. In charge of quality control.

Personnel

1. Safety engineer
2. Handles workers complaints.
3. Assigns production workers jobs.

Marketing

1. Researches the market for various products and determines how and where they will be sold.
2. Conducts an advertising compaign.
3. Sells the product.
4. Provides customer service.

D

Working Stations

Cutting

Striping
Edging

cutting
edging

Finishing
(staining)

staining

and

waxing

Stampings

Stamping
letters

flowers
customizing

Snaps/Inspection

inspecting

applying
snaps

Student Supervisor (Engineering Dept.)

1. Coordinating orders and production
2. Keeping production flowing
3. Problem solving

This type activity would ideally be handled as a joint project by the Industrial Arts, English, Social Studies and Math Department. If this type of arrangement can not be accomplished it could easily be done alone by any of the departments with the exceptions of Math. Typical subject responsibilities might be:

Industrial Arts: Handles or assists class in all production activities

English: Public relations, sales, many papers and reports would be involved in this type activity - record keeping

Social Studies: Discuss industrial organization, economics/supply and demand sales procedures

Math: Financial organizations - costing out products/percentages bookkeeping

D

Typical Mass Production Schedule

1. Determine student interest.
2. Student research or lessons
    1. How does a business/corporation operate.

        topics to be included:

        a. financing - stock, loans, other means

        b. product development

        c. labor relations - unions, profit sharing

        d. marketing methods - sales promotions and methods

        e. manufacturing - production and assembly lines
3. Appoint or elect President and VIPs, (resumes, interviews, recommendations and past activities may help in selection.)
4. Determine procedure for assigning/selecting work force, and begin placement.
5. Departments begin researching alternatives to their particular tasks for presentation to the Board of Directors and/or class.
6. Determine as result of department research:
    1. product(s) to be produced
    2. cost estimates - profit margin
    3. method of financing
    4. name of company
    5. production procedures
    6. marketing techniques - sales and advertising
    7. record keeping procedures
    8. liquidating procedure
    9. calendar

7. Begin advertising campaign.
8. Raise necessary capital - sell stock.
9. Purchase necessary materials.
10. Complete any other necessary research.
11. Begin production.
12. Implement sales program.
13. Have regular Board, company and if possible stock holders meetings.
14. Liquidate corporation.

Appendix E

Name_____
Department_____
Grade Level(s)_____

This questionnaire is designed to assess your interest in career education and your need for training in the various career education competencies. Please check the appropriate answers below.

Are you interested in learning more about how to implement career education in your classroom? Yes____ No____

If you answered "no" above, it is not necessary to complete the rest of this form. If you answered "yes", please continue below.

1. How often do you incorporate the following career education concepts into your classroom activities?

   a. Society and Work
      Often____ Occasionally____ Seldom____ Never____

   b. Occupational Information
      Often____ Occasionally____ Seldom____ Never____

   c. Self-Knowledge
      Often____ Occasionally____ Seldom____ Never____

   d. Career Planning
      Often____ Occasionally____ Seldom____ Never____

   e. Basic Technology
      Often____ Occasionally____ Seldom____ Never____

   f. Specific Occupational Training
      Often____ Occasionally____ Seldom____ Never____

2. In which of these competency areas do you feel a need to upgrade your skills? (Check those that apply.)

   a. Society and Work____
   b. Occupational Information____
   c. Self-Knowledge____
   d. Career Planning____
   e. Basic Technology____
   f. Specific Occupational Training____

3. Please check the type(s) of assistance that would be most helpful to you.

   ____a. Monthly workshops during planning time.
   ____b. Monthly workshops after school.
   ____c. Individual assistance at your school.
   ____d. Individual assistance at ACES.
   ____e. Literature about career education and its application to your subject area.
   ____f. Resource materials from the ACES Career Education Center.
   ____g. Other (Please Specify)_____

Thank you for completing this questionnaire.

East Shore Career Education Center

Admin. Bldg.
87 Gerrish Ave.
East Haven, Conn.
06512

Minutes: Special Needs Career Education Meeting

Present: George Turano, No. Branford; Angelo Esposito, E.H.; Walter Wilk, Bob Gilligan, Guilford; Alice Tippet, Branford; Carmen Celentano, ACES; Bob Sandagata

The meeting was held to share with the pupil personnel and special education coordinators the resources and services available through the E.S.C.E.C.

Resources presented were - Career Education materials, quick reader view, staff assistance in planning for local needs, in-services workshops, parent presentations, joint preparation of proposals for federal and state funding through E.S.C.E.C.

Mr. Celentano discussed the integration of handicapped youngsters into vocational-technical high schools which he is coordinating at Platt Tech. He indicated that he would be working with Eli Whitney and Vinal Tech. and possibly the Essex Satelite Vo-tech. schools this year which service the ESCEC towns.

The pupil personnel coordinators identified several areas of both local and shared needs in career and vocational education. Potential funding as a result of new vocational legislation was also discussed.

Local Needs include: Carreer awareness workshops for special education teachers; curriculum planning; parent information programs on career education; and occupational training for high school students.

Shared Needs include: The development of occupational training programs in several career cluster areas to provide youngsters with more career options - Currently only the materials duplication cluster training program at ACES is available. A model program for learning Disabled students for hands on exploratory experiences, and post high school placement in jobs or training programs; provisions for all vocational programs developed by E.S.C.E.C. to include special needs students; assistance in developing an occupational and work experience program for T.M.R. students.

It was agreed that each coordinator will consult with their Liaison to the E.S.C.E.C. and contact Bob Sandagata regarding specific local needs. They will also consider the forming of a task oriented planning team for the development of specific shared programs and/or proposals. Bob Sandagata will continue to seek program information and funding opportunities both on the state and local level.

A follow-up meeting will be held as more information and/or issus arise.

RLS/da

Bob Sandagata

East Shore Career Education Center

February 14, 1977

To: Pupil Personnel Coordinators

From: Robert L. Sandagata, Director

RE: Career Education Workshops

Area Cooperative Education Services (ACES) has scheduled two workshops which I feel will be worthwhile for you or your staff members. Since we discussed a need for in-services training in career education, this might be a good way to get a teacher involved from you staff.

Those teachers attending could then assist the E.S.C.E.C. in planning workshops to meet the specific needs of your Special Educations programs.

The workshops are:

Thursday - March 17, 3:00 - 4:30	CAREER EDUCATION & ELEMENTARY SPECIAL EDUCATION Developmental Career Education Concepts will be presented and participants will explore activities, lessons and units designed specifically for special ed. students
Thursday - March 31 2:15 - 4:00	CAREER EDUCATION & SECONDARY SPECIAL EDUCATION The practical aspects of Career Ed. for Secondary Special Ed. students will be discussed. Participants will investigate resources and units that may be useful in their classes.

Workshops will be held at ACES, 800 Dixwell Ave., New Haven. Please pre-register for the workshop(s) you wish to attend at least one (1) week before it is held by calling Kathy Monaco at 562-9967 or my office at 469-2050.

RLS/da

800 Dixwell Avenue, New Haven, Connecticut 06511
203 562-9967

East Shore Career Education Center

A N N O U N C E M E N T

To All Branford Elementary Teachers

The East Shore Career Education Center (E.S.C.E.C.) will be presenting a Career Education Workshop to all interested elementary teachers in Branford. The Workshop has been arranged in cooperation with Mary Margaret O'Brien, Elementary Coordinator, and Phil Borgia, Branford Liaison to the E.S.C.E.C.

The Workshop will include an overview of Career Education Concepts, including the rationale, developmental process and implications for you as an elementary classroom teacher.

Also information about the various Career Education resource materials through the E.S.C.E.C. will be discussed.

Please contact the Elementary Education Office at 481-5351 by March 4, if you plan to attend.

Topic:	Career Education Workshop
Date:	Thursday, March 10, 1977
Time:	3:15 pm
Place:	Branford Intermediate School

800 Dixwell Avenue, New Haven, Connecticut 06511
203 562-9967

East Shore Career Education Center

87 Gerrish Avenue
East Haven, Conn.
06512

October 14, 1976

The East Shore Career Education Center has just been relocated at the Administrative Building (Gerrish Ave. School), 87 Gerrish Ave. East Haven. I hope that our new location will make the ESCEC more accessable to teachers, students, parents and administrators in the East Shore.

I plan to have all the ESCES career resource materials located at the Center soon. (Catalogues and announcement will follow.)

Mrs. Diane Andree, is the new ESCEC secretary. She will be spending 30% of her time providing secretarial services to Mr. Robert Carbone, Curriculum Coordinator for the East Haven Schools in return for housing the ESCEC office and Career Center at the Administrative Building. Please feel free to call Mrs. Andree or myself at 469-2050 to discuss your interests or needs and to explore ways that the ESCEC can provide career ed. services to your students and staff.

The goals of the ESCEC this year are to:

- provide more in-depth career education services to school staff
- maintain the Guidance Information System at each high school
- develop and implement 21 credit bearing mini-courses
- develop 4 shared vocational training programs (one in each school district)
- form a special needs planning team

The G.I.S. is currently in operation in each school district. Please encourage your staff and students to take advantage of the on-line-time available to your school.

Thank you for your continued support and assistance.

Sincerely,

Robert L. Sandagata
Director

RLS/da

800 Dixwell Avenue, New Haven, Connecticut 06511
203 562-9967

87 Gerrish Ave.
East Haven, Conn. 06512
(203) 469-2050

May 26, 1977

To: Guidance Department Coordinators

From: Robert L. Sandagata, Director

This Career information news is the last one that you'll receive this year. I have attempted to get up-to-date authoritative information on careers and occupations to assist you in your career planning efforts with the students in your school.

The attached information comes from "Career Education News" a national publication. I would like to hear from you regarding the usefullness of these memo's to you and your colleagues. I also would appreciate any suggestions for improvement for next fall.

RLS/da
att:

LOOKING AHEAD TO 1985 -- The projected ups and downs of the demand and supply of workers for the next eight years is given detailed analysis in "Occupational Projections and Training Data," just released by the Department of Labor's Bureau of Labor Statistics. An excellent and exhaustive resource guide, the study covers 241 white-collar, blue-collar, and service jobs -- those which will encompass about two-thirds of all workers by 1985 -- and shows how many workers will be needed during the next decade as well as how many are currently being trained. The figures help pinpoint expansions needed in job training and identify occupations where job seekers may face competition or favorable job opportunities.

APPENDIX G

In general, the study says, total employment is expected to increase about 20 per cent, from 85.9 to 103.4 million workers. Increasing faster than the rate of total employment will be the rate of employment in both white-collar and service jobs; employment in farm occupations will decline.

White-collar workers -- the largest major occupational category -- are projected to increase by almost 28 per cent by 1985, from 41.7 to 53.2 million. The same growth rate for service workers will bring their numbers up to 14.6 million from a current 11.4 million. But, blue-collar workers -- the second largest job category -- will show a slower growth rate of 13 per cent, from 29.8 million to 33.7 million. Farm workers will decline 39 per cent to 1.8 million in 1985 from a current level of 3 million.

What will the composite employment economy look like in 1985? Projections, says the study, yield the following comparison breakdown:

	1974	1985
White-collar workers	48.6%	51.5%
Service workers	13.2	14.1
Blue-collar workers	34.6	32.6
Farm workers	3.5	1.8

The fastest rate of growth in employment, says the study, will probably be seen in the professional and technical area -- including such highly trained personnel as physicians, lawyers, engineers and scientists. Their numbers will jump from 12.3 million to 16 million in 1985, at a rate one and one-third times the rate of increase for total employment. One exception in this category will be secondary school teachers, whose numbers should decrease slightly from 1.2 million to 1.1 million to accommodate changing population trends.

In other areas, employment of managers and administrators will increase from 8.9 million to 10.9 million; sales occupations, from 5.4 million to 6.3 million; skilled blue-collar workers (the craft group) will show an increase to 13.8 million from 11.5 million; operatives will grow from 13.9 million to 15.2 million; nonfarm laborers will increase from 4.4 to 4.8 million; service workers will be up to 13.7 million from 10.1 million; private household workers will decline to 900,000 from 1.2 million.

BRANFORD REVIEW September 23, 1976

ESCEC office to be located in East Haven

The East Shore Career Education Center, and interdistrict career and vocational education program under the auspices of Area Cooperative Educational Services will be located at the Gerrish Avenue School in East Haven. Robert L. Sandagata, ESCEC director announced that he received formal approval from the East Haven Board of Education recently to house the ESCEC office and career education resources at the Gerrish Avenue facility, which also houses the school systems administrative offices.

Serving the communities of Branford, North Branford, East Haven and Guilford the center is on its second year of operations under a state grant awarded by the Connecticut State Division of Vocational Education.

Sandagata indicated that he was most pleased that both the ESCEC office and its resource materials would now be located in one of the participating school districts. He said "This will enable us to better service the East Shore Town." He indicated that the ESCEC will continue to provide local teachers with resource materials and assistance in planning career education activities for their students. Computerized career information through the guidance information system for students and adults will again be available. There are also plans for career exploration and vocational training experiences for high school students.

Sandagata said that the liaisons to the ESCEC, local school district representatives, will again be: Roy Silver-North Branford, Bob Gilligan-Guilford, Phil Borgia-Branford and Al Ruocco-East Haven. Local residents are encouraged to consult these individuals directly for specific questions and information about the East Shore Career Education Centers Services.

At Branford High School

Machine Repair Course Starts

BRANFORD — The East Shore Career Education Center began a course in copy machine and business machine repair Monday at Branford High School.

The career exploratory course is part of the center's ongoing activities designed to provide meaningful career opportunities for area high school students.

The 10-week course will be offered on Monday evenings for two hours each, according to Robert L. Sandagata, director.

The course is open to high school students and adults in Branford, North Branford, East Haven and Guilford.

Sandagata said course topics will cover various aspects of copy machine and business machine repair, including a description of the occupations, the electrostactic process, and the various types and kinds of duplicating machines, including the offset press.

Those interested are asked to contact the liaison representatives to the career center. The representatives are Philip Borgia, Branford; Alphonse Ruocco, East Haven; Roy Silver, North Branford; and Robert Gilligan, Guilford.

Sandagata said: "These mini-courses are part of a series in a variety of occupational areas that are planned by the East Shore Career Education Center to enable youngsters to explore a variety of careers. Additional courses in horticulture, data processing, electronics and others will follow during the winter and spring."

The liaison representatives may be contacted at the respective high schools. Additional information about the courses may also be obtained by contacting the center at 469-2050.

THE JOURNAL-COURIER, TUESDAY, DECEMBER 7, 1976

December 9, 1976 BRANFORD REVIEW

Course in how to repair business machines set

The East Shore Career Education Center is offering a Career Exploratory Mini-course in Copy-Machine and Business Machine Repair at Branford High School.

Underway since Monday, Dec. 6, the Mini-course runs about 10 weeks for two hours each Monday evening. Robert Sandagata, director of The East Shore Career Education Center, said that "the course is open to interested high school students and adults in the towns of Branford, North Branford, East Haven and Guilford".

The Course topics cover various aspects in copy machine and business machine repair, including occupations, the electrostactic process, the various kinds and types of duplication machines such as the off-set press and some hands on experiences.

Interested individuals should contact their local Liaison of the E.S.C.E.C. if they want to attend and for additional information. The local Liaisons are Phil Borgia, Branford; Al Ruocco, East Haven; Roy Silver, North Branford; Bob Gilligan, Guilford.

Sandagata indicated that "this mini-course is one of a series of mini-courses in a variety of occupational areas that are planned by the E.S.C.E.C. to enable youngsters to explore indepth a variety of careers. Additional courses in horticulture, data processing, electronics and others will follow during the winter and spring.

Residents can contact the East Shore Career Educational Center at 469-2050 for additional information regarding the mini-course and other services available through the Center.

To Pupils In Four Towns

Career Center Offers A Choice

GUILFORD — The principal aim of the East Shore Career Education Center is to serve students whose interests lie between the programs offered in the local schools and the programs at the Essex Satellite and Vinal Technical schools, according to Robert Santagata, director.

The center is a consortium of four school districts: Branford, North Branford, Guilford and East Haven. It was mandated by the state legislature three years ago and is supported in part by a $3,000 annual contribution by the local Board of Education plus state and federal funds, according to Supt. of Schools Fred Brockmann.

Santagata, who gave a status report on the center to a recent meeting of the board, said, it is a "model program" which can be replicated in other parts of the state. This is the second year of the four-town effort.

Among things the center has done in cooperation with local schools is conduct mini courses for students, sponsor a shared career education workshop, and provide career education materials for teachers, he said.

General awareness workshops have been held in each ofthe elementary schools as well as at the middle school and high school levels.

A needs assessment was made among teachers which determined there is high interest in learning more about existing occupations, career planning and self awareness. In response to the assessment, Santagata said, the center prepared packets of information for department heads. It also send out bulletins on career information for counselors on such things as the needs of industry and local employment and growth opportunities.

The center has applied for funds to gather information on vocational assessment, but its effort was unsuccessful. However, the director said, staff members are monitoring federal and state grant program.

The biggest problem, he said, is obtaining funding for "upstart costs."

Several other career training programs which might be offered sometime in the future, such as data processing and distributive education, are also under consideration.

Brockmann noted a Distributive Education Program is lacking here. In supporting the need for additional alternatives for students the superintendent also reported that Guilford's quota for students at the Essex Satellite has dropped over the last two years. The quota for next year is only eight new students. There are presently 34 to 35 students at Essex which is a half-day program with the students attending the local schools for the other half of the school day.

It was also reported to the board that there are presently two or three students at Vinal Technical School and about six at the agricultural school in Middletown.

Another problem of the East Shore center, Santagata said, is providing transportation for students interested in participating in the career education programs. However, he said, he thinks that problem will be resolved as the center gets programs operating and obtains funding. It will probably result in the purchase of a mini bus, he said.

New Haven Register 2/11/77

Appendix H

Center Offers Classes

BRANFORD — The East Shore Career Education Center is offering two career exploratory courses in data processing and food services at the Hamden-New Haven Cooperative Education Center.

The courses will begin Tuesday and will be for eight weeks from 1:15 to 2:30 p.m. The center is at 1450 Whitney Ave.

Robert Sandagata, director of the center, said the courses will be open to high school students and adults in Branford, North Branford, East Haven and Guilford.

He said the food service course will focus on all aspects of the field, including large-scale food management and preparation in cafeterias, restaurants and other food establishments.

The data processing course will offer a general introduction to the field, including the development of basic computer language and programming.

Both courses will include work experience, Sandagata said.

Those interested are asked to contact the liaisons in the school systems. These are Philip Borgia, Branford; Alphonse Ruocco, East Haven; Roy Silver, North Branford; and Robert Gilligan, Guilford.

Sandagata said, "These courses are one of a series in a variety of occupational areas that are planned by the career center to give youngsters a variety of experiences."

Further information about the programs to be offered by the center may be obtained by contacting Sandagata at 469-2050.

THE JOURNAL-COURIER, THURSDAY, MARCH 31, 1977

Branford Review / Guilford

Page 5-A The Second Section April 21, 1977

Education Center courses

Two career courses in the field of data processing and foods services are being held at the Hamden-New Haven Cooperative Education Center at 1450 Whitney Avenue, Hamden. Sponsored by the East Shore Career Education Center in East Haven, they will run through May 31.

Robert Sandagata, director of the Center, says that the courses are open to both adults and high school students in Branford, North Branford, East Haven and Guilford.

The Food Services Course deals with all aspects, focusing particularly on large scale food management and preparation in cafeterias, restaurants and fast-food establishments. The Data Processing course, in two parts, involves a general introduction and emphasis on the development of skills in basic computer language and programming.

Since enrollment is limited, prospective students should contact their local liaison as soon as possible. They are Phil Borgia, Branford High School; Al Ruocco, East Haven; Roy Silver, North Branford, and Bob Gilligan, Guilford.

Other courses are also being planned for this spring.

Page 3 The Advertiser May 23, 1977

Arts night slated

EAST HAVEN — The East Haven Middle School Parent-Teacher Student Association President Vivian DeBrino and Martin DeFelice, principal, have announced plans for the second annual "Cultural Arts Night" to be held on Thursday, May 26, from 7:30 p.m. to 9 p.m. at the middle school. There will be a display of projects completed by students durin the school year.

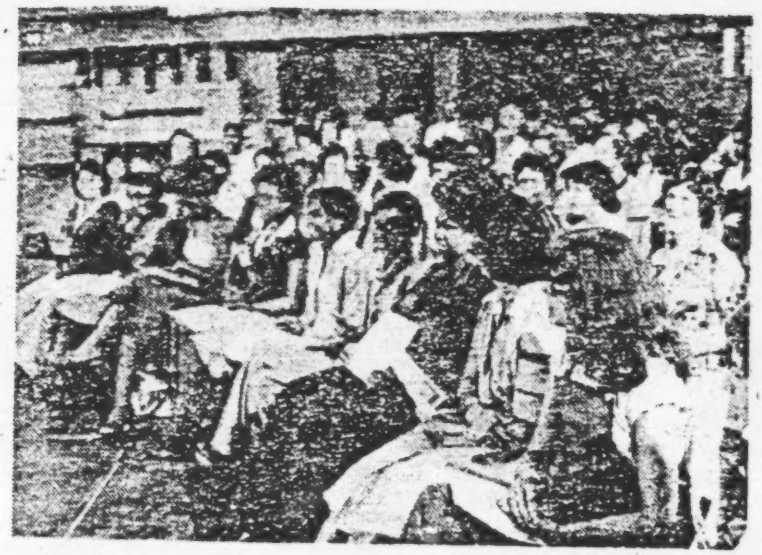
In addition to the many student projects, Mr. Kluk, guidance counselor at the Middle School, and Mr. Santagata, director of the East Shore Career Program, will be demonstrating the Guidance Information System.

The terminal is linked through the Area Cooperative Education Services (ACES) to a central educational computer in New Haven and is capable of giving information about available occupations, four-year colleges and scholarships.

Kluk has incorporated the use of the computer into the school's present career education program. By feeding the computer a list of a student's interests, abilities, and educational plans, a printout is obtained which lists careers corresponding to the child's interests.

Because the interests of this age group often change, the terminal is being used at the Intermediate level on a exploratory basis. It encourages students to see the correlation between interests, aptitudes and careers and it also demonstrates the importance of a good education in obtaining jobs.

All parents and friends are cordially invited to this program.



Data Processing Graduates

Students in a data processing education program, sponsored by the Hamden-New Haven Co-op Educational Center Wednesday received their certificates after successfully completing the program designed for secondary and adult-level students.(Staff Photo by Lorenzo Evans)

N.H. Reg
May 27.
May 1977

Student-Run Leather Firm Operating Again

THE NEW HAVEN REGISTER, MONDAY, JUNE 13, 1977

NORTHFORD — For the third consecutive year, NISCO, a student-run leather manufacturing company, has been formed at Northford Intermediate School.

The career-education project is the "brain child" of Thomas Leddy, industrial arts instructor. Taking part in the venture sponsored jointly by the industrial arts and English departments, are 27 eighth graders.

In order to finance the project, students have sold stock at 50 cents a share. They plan to market wristbands, belts, rings, earrings, chokers and key chains.

The company president, Reinhard Noack, supervises the various departments: finance, Laura Gottlieb; engineering, vice president Rich Maddaloni; manufacutirng, Robin Walsh; personnel, Meredity Eriksen; marketing, Connie Combs. All students in the division are involved in the actual production phase of the industry.

The basic objectives of the mini-course stress awareness of careers related to business and industry; recognition of the relationship between academic disciplines to future-jobs; establishment of better social skills in working with others; understanding of business and industry through actual experience.

Northford's pilot program has been brought to the attention of the East Shore Career Educational Center which plans to "package" the NISCO concept and offer it as a total learning kit to surrounding shore line towns interested in fostering a career education program in the intermediate grades.